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ABSTRACT

This document contains three papers from a seminar conducted by the Universities Association for Continuing Education (UACE) on the theme of reading the Dearing report, "Higher Education in the Learning Society," which was released by the National Committee of Inquiry into Higher Education in the United Kingdom in July 1997. "What the Academic Community Said to Dearing" (Gareth Parry) explains how the academic community communicated its views to the Dearing committee and summarizes the academic community's views on higher education's place in the modern world, continuing expansion of HE, systemwide change in higher education, and assisted diversity. "What Dearing Said to the Academic Community" (David Watson) provides an overview of what the report says about higher education's purposes and contributions to lifelong learning; funding; and developing a new compact between the state, educational institutions, and students. "The UACE Agenda for the Post-Dearing World" (Richard Taylor) lists five key areas for the UACE to address: securing a proper, equitable funding system for mature students within higher education; implementing the credit framework regionally and nationally; supporting development of "teacher professionalism"; developing frameworks of regional cooperation and partnership in postcompulsory education and training; and helping to develop strategies for implementing widened participation and access. (MN)

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UNIVERSITIES ASSOCIATION for *Continuing Education*

Occasional Paper No. 22

READING THE DEARING REPORT

Papers arising from a UACE seminar
held at the University of York, 15 September 1997

DECEMBER 1997

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Preface

The 1997 UACE pre-AGM seminar was held at the University of York on Monday 15 September 1997, on the theme of 'Reading the Dearing Report'. The publication of the National Committee of Inquiry into Higher Education (the Dearing Report) in July 1997, combined with the publication earlier in the summer of the Kennedy Report on Further Education, and the 'Lifelong Learning' orientation of the Labour Government, combined to produce a markedly changed environment for University Continuing Education. The possibilities for systemic change and the achievement of real accessibility for adult students are now better that ever before. The seminar provided a first opportunity for initial analysis of the post-Dearing world of HE and the roles which UACE might be able to play in securing the implementation of lifelong learning policies.

Richard Taylor
Secretary
Universities Association for Continuing Education

The Speakers

Dr Gareth Parry is Reader in Educational Studies at the University of Surrey. Whilst at the Institute of Education, University of London, he was commissioned with Professor Ron Barnett, to undertake an analysis for the National Committee of Inquiry into Higher Education of the responses to the consultation exercise for its Report.

Professor David Watson is Director of the University of Brighton, and chair of the Universities Association for Continuing Education. He was a member of the National Committee of Inquiry into Higher Education.

What the academic community said to Dearing

Gareth Parry

The views and opinions of the academic community were communicated to the National Committee of Inquiry in a variety of ways, formal and public as well as personal and private. Among the most important of these, and one of the first actions of the committee, was the request for written evidence issued to around 2000 organisations, groups and individuals with a direct interest or involvement in the world of higher education. Along with individual institutions of higher education, the invitation to submit evidence was sent to establishments of further education, the funding and awarding bodies, the professional bodies and learned societies, local education authorities and government agencies, and a broad range of representative bodies. Schools were included in this exercise but individual employers were the subject of a separate consultation.

An analysis of the written responses to the main consultation was commissioned by the Committee of Inquiry in July 1996 and undertaken by a team of researchers at the Institute of Education, University of London. The early findings from this work were shared with officers and members, and a final report was presented to the committee in March 1997 and subsequently published as an annex to the main report (National Committee of Inquiry into Higher Education 1997a, 1997b).

In considering what the academic community had to say to Dearing, it is important to remind ourselves about how the committee asked for this evidence since this, it will be suggested, had an important bearing on what was said - and what was unsaid - in the submissions received by the inquiry. The design and content of the request for evidence was determined in advance of the appointment of the analysis team, and the ways in which respondents composed and presented their evidence were to pose a major challenge to those commissioned to undertake a qualitative analysis of these submissions. For these reasons, any discussion of the results of the national consultation must have regard to the conditions and processes which informed this exercise.

Requesting and analysing the evidence

In order to help respondents to structure their submissions, the committee produced an evidence form with thirty-two questions asked in five major sections. These sections were referenced to the definition and purposes of higher education; teaching and research; the shape, size and structure of higher education; the wider contribution of higher education to national life; and funding issues. Under all but three of the thirty-two questions, a larger number of themes and issues was identified on which respondents were invited to comment. Given the variety of groups and organisations receiving the request for evidence, and the range of the themes and issues identified, the committee expected individual bodies to respond 'only to those sections that are relevant to you or your organisation'. Again, while respondents were encouraged to

structure their response in line with the evidence form (and to number their paragraphs accordingly), they were not required to do so and were free to raise any other issues not covered by the questions. They were also able to append or make reference to reports they had submitted as part of other consultation exercises.

This attempt to identify a set of questions on the one hand, and to invite some selection and addition on the other, was to result in a variety of forms and styles of response, with the majority of the 805 submissions consisting of loosely structured expositions. In total, the submissions contained some 6000 pages of text and ranged in length from one to eighty pages. These were read and analysed against a template developed by the project team and based on the five sections and thirty-two questions provided in the request for evidence. Where submissions raised issues not embraced by the request for evidence or template, these were noted and made available for scrutiny by the team. A full account of the methodology adopted by the analysis team is included in the published report on the national consultation.

Part of the reason for the wide-ranging coverage in the evidence form was the scope and complexity of the terms of reference which had been given to the committee. Unlike the short Treasury minute which guided the work of the Robbins Committee in the 1960s, the terms of reference of the Dearing inquiry required them to consider the development of higher education over the next twenty years, to have regard to nine major principles and to take account of seventeen contextual features. It was necessary therefore for the committee to seek views about a whole variety of issues, requiring in

many cases an assessment of past trends and present features as well as future directions.

Another reason for the choice of the evidence form as the primary instrument for gathering such views was the short timescale set for the inquiry. With the committee being asked to complete their task within fourteen months, the request for evidence had to be prepared soon after the first meeting of the committee, the respondents were offered three months to compose their evidence, and the reading and analysis of the submissions had to be completed within six weeks. This left the committee with less than six months to reflect on the findings of the national consultation, to relate these to the many other sources of opinion and evidence being reported, and to move towards a set of conclusions and recommendations.

The general sentiments and themes expressed in the public evidence are outlined in the next section. At one level, these provided the committee with an opportunity to develop their ideas and arguments in several directions. However, at a more detailed level, the nature of the evidence was probably a source of some perplexity, especially if members had expected to be informed about the specific pattern of response to its own set of questions and issues. In the event, the proportion of respondents offering a firm or clear view on any one of the 100+ issues identified on the evidence form was quite small. Furthermore, on any one particular issue, the largest voice was usually that of the institutions of higher education. Although they contributed less than one quarter of the submissions, nearly all of these establishments responded to the

consultation and their evidence tended to be more extensive than for other categories of respondent.

Putting aside the question as to what might constitute the academic community in this exercise (and to what extent institutional submissions represented the views of the senior management team), it was usually the newer universities which provided more detailed evidence than the pre-1992 universities or the colleges of higher education. Consequently there was a relatively greater weight of evidence from the post-1992 universities bearing on most of the issues raised in the consultation.

This uneven pattern of response and the different ways in which the evidence was presented were to create some difficulties for the analysis team, more especially since the overwhelming weight of comment took a positive form. Because organisations and individuals were invited to set out their views on particular issues (rather than assent or not to specific propositions), the respondents stated what they supported and tended not to identify those things they were against. Only a few issues attracted negative views and it was not always clear therefore what was indicated by a silence: support, indifference or rejection?

Sentiments and themes in the evidence

Notwithstanding the character of the evidence, and difficulty which respondents experienced in developing a view of higher education over the next twenty years, a number of broad themes were able to be identified. These reflect the dominant weight

of opinion on key issues and, in their summary form, were deliberately expressed as bold assertions, wherever it was felt that the evidence could sustain that formulation.

General optimism

Foremost among these was the general sense of optimism, within and beyond the sector, and despite current pressures and strains, about the place of higher education in the modern world:

> 'The general sentiment towards higher education is optimistic. In the consultation, there is a sense that higher education is both needed and wanted more than ever before by the wider society, and in diverse ways for diverse groups.' (National Committee of Inquiry into Higher Education 1997b: 97)

There was a collective sense that 'higher education matters' and that:

> 'The intellectual, practical and personal capacities which higher education - at its best - can impart are going to be increasingly important for meeting the complexities of the modern world.' (ibid)

Higher education would have to position itself in a changing and unpredictable world, recognising a globalization of the economy, knowledge and culture, and acknowledging that multiple stakeholders had legitimate interests in higher education.

In this dynamic environment, it was essential that here-and-now demands should not outweigh longer term considerations, and that the working out of higher education policies and practices involved an active partnership between the different interest groups:

> 'The changing world calls for a dynamic system of higher education, able to respond to newly emerging needs with due flexibility of purpose and delivery.
>
> Society is becoming a learning society, with individuals and organizations taking responsibility for their learning.' (ibid: 3)

Continuing expansion

Even though the rapid expansion of recent years had brought some tensions in its wake - particularly over resources, standards and funding - there was a belief that the system could and should expand further, particularly with respect to lifelong forms of higher education:

> 'the limits of expansion have not been reached: provided there are matching resources, increasing numbers of people will want to take advantage of higher education and will be able to benefit from it, both

as a process of initial higher education and - even more especially - through their lifetime.' (ibid: 97)

Indeed:

> 'Among the varied interests represented in the responses, there is a major unifying message over the value of giving much more weight to lifelong learning: higher education should become much more of a resource to which individuals can easily turn throughout their lifetime.' (ibid: 2)

If learning was to be continuous across the lifespan then the four purposes of higher education identified by Robbins would need to be redefined and extended. Not only should lifelong learning become a definite and universal purpose of the system but, given the complexities and unpredictability of the modern world, higher education would need to concern itself with general '*powers of action*', and not simply 'powers of the mind' as proposed by Robbins. The purposes of higher education were also social, cultural and personal, such that new principles of social justice and self-reliance might be added to the original principles of Robbins.

In an expanded system of mass and lifelong higher education, students must be seen as the main clients of higher education and should be central to debate and change. While the teaching function would become more complex and deserving of attention in its own right, the quality and process of learning would also assume increasing

importance, with individuals wishing to be and needing to be more responsible for their own learning. To promote curriculum innovation and to help raise the profile of teaching in higher education, there was much support for a Teaching and Learning Council, not least from a number of influential national bodies.

Transferable skills were expected to form a larger part of a broader curriculum, and there was a role for information technology to play in delivering higher education in flexible ways (even if its capacity for producing efficiency gains had yet to be demonstrated). There was a sense that not all those who could benefit from higher education were properly informed about it: that more explicit information should be made available about programmes, including their admissions criteria and career possibilities, and that guidance and support for students on course should be enhanced.

System-wide change

Accompanying this general mood of optimism and support for growth was a widespread recognition that continuing expansion into the future, coupled with ever-widening responsiveness, called for system-wide change:

> 'a system designed essentially for a limited intake, and meshing in relatively limited ways with the wider society, can no longer serve adequately for a greatly expanded and diverse sector which is being asked to play a multitude of roles within the context of a rapidly changing economy and society and increasing global challenge'.

> There is, therefore, receptivity towards change in fundamental matters, including structures of qualifications, relationships between institutions and funding bodies, frameworks of standards, the development of all the staff of institutions, and links with the wider society and the world of work.' (ibid)

Not only was there some agreement, in principle, that the range of providers could grow, both to allow higher education in the workplace and to extend new forms of outreach, but there was a body of feeling that the honours degree exerted a disproportionate influence in the British system. In particular, more flexibility in the pattern of awards at sub-degree level needed to be introduced, with staged points of exit and the possibility of a new intermediate award to signify fulfilment of the first two years of full-time study (or its part-time equivalent). It was important, however, that funding arrangements should be such as to continue to encourage students to move into a second cycle of courses of varying length but leading to recognised qualifications.

Such arrangements should support part-time and distance learning modes of delivery so as to encourage continuing professional development and, more generally, lifelong learning. Furthermore, there should be a national credit accumulation and transfer system for higher education which, in principle, should cover further education and continuing professional development. All programmes of study therefore needed to be credit-rated and designed to achieve explicitly stated learning outcomes:

> 'Intended outcomes of programmes should be made explicit against agreed national thresholds of performance and be in a form accessible to multiple audiences, including employers.' (ibid:7)

There was a recognition that colleges of further education might take on a larger role at the early stages of the undergraduate level, but in close working collaboration with institutions of higher education. On the other hand, some scepticism was expressed about the quality of franchising schemes.

Assisted diversity

As apparent throughout much of the evidence, diversity was to be encouraged. Although there was little support for a tight planning regime and most respondents saw the market playing a major part in determining the shape of higher education, it was recognised that, by itself, the market could produce mission drift. Accordingly:

> 'there would be wide support for - as it might be termed - *assisted diversity*' (ibid: 8)

with research, the maintenance of standards, a guidance system, and the encouragement of teaching innovation deserving a measure of co-ordination, especially at the national level. So that planning could be more sensitive to the nature of mass higher education, targets for multiple age participation rates might be set and

progression data collected on a systematic basis. At the regional level, partnerships with employers and the effective use of further education colleges were also seen as candidates for co-ordination.

While few respondents favoured a formal classification of institutions and most thought that the category of teaching-only universities should not be introduced, a measure of research selectivity at departmental level was generally thought to be worthwhile 'provided that it is operated flexibly so that the membership of those selected is open to change'. Most wished to see the dual support system for funding research retained and some wanted to see scholarship - 'essential for the underpinning of teaching and research' - explicitly recognised through the funding arrangements. There was also support for the retention of a national quality evaluation framework, although there was rather less welcome in Scotland for the creation of a single national body to oversee this activity.

The idea of partnership also featured in the critical discussion of funding where there was a general view within and beyond the sector that, in the absence of increased levels of funding, further expansion could not be achieved without impairing quality and standards:

> 'A partnership between government, students, employers, and professional bodies needs to be developed so that multiple income streams are secured.' (ibid: 7)

To this end, student maintenance grants might need to cease and the costs met through an income-contingent loans scheme, with the funds generated being reinvested in higher education. However, there might continue to be a source of direct funding - such as bursaries - to meet the maintenance costs of the disadvantaged. The majority of respondents urged that, beyond maintenance costs, no further burden should be placed upon students; but:

> 'if it proves necessary in order to maintain standards, then it may be that any hypothecated system developed for student maintenance could be extended to meet part of the tuition costs as well.' (ibid)

On the matter of part-time study, there was near unanimity that this should no longer be financially more onerous than full-time study. A few, to this end, suggested that fees be charged on a credit basis so that, in effect, the formal distinction between full-time and part-time students would end.

Voices and Silences in the Evidence

As noted earlier, these summary points were intended to capture, on key issues, the dominant weight of opinion in the public evidence submitted to the inquiry. However, in relation to a number of themes, there remained major silences in the body of evidence. In this final section, reference is made - by way of brief illustration - to some of the common voices and significant silences which accompanied discussion of access, admission and participation in the submissions received by the committee. Figure 1 is an early attempt to identify some of these features, and is part of a larger

piece of research examining the conditions and processes which informed the work of the Dearing inquiry.

Figure 1: Access, expansion and lifelong learning

	VOICES	SILENCES
POSITIVE	more means important more means different different means lifelong more means inclusive accessible means flexible more means co-ordinated	more means selective participation means preparation participation means progression inclusive means affirmative admission means discretion more means stratified
NEGATIVE	mass means remedial more means surplus	mass means wastage more means worse

While respondents were keen to see a resumption of further expansion in higher education, both in its initial and continuing forms, few appeared willing to question the assumptions or principles upon which previous growth had been based. Competition and selection for admission, the core principles expressed in current arrangements, were rarely considered or challenged as the basis for future expansion; nor were they brought into discussion of widening participation. Although most respondents recognised the need for change and transformation in the conduct of teaching and learning, the assumption would seem to have been that different kinds of students would continue to seek admission through the front end of the system, being

prepared and qualified in comparable ways and being admitted on the basis of common or threshold standards.

Expansion was seen as a necessary but insufficient basis for widening participation, yet meritocratic principles rather than affirmative actions were likely to continue to govern the conduct of admission, and discussion of the right of individuals to gain a place in the system was always likely to be muted in a situation in which individual institutions were anxious to preserve their power to decide which persons should be admitted to their programmes. Similarly, while the virtues of accessibility, flexibility and diversity were applauded in the majority of submissions, it was not always clear whether respondents had in mind all institutions moving towards more inclusive forms of participation and progression, or whether a more stratified or segmented system was envisaged, with some establishments exempting themselves from the need to target new or different types of student.

Where less positive views about increased recruitment and widened participation were signalled, these often registered concern about the over-supply of graduate labour or the pressure to take on remedial levels of teaching in higher education. More surprisingly, given the enthusiasm for lifelong learning and the support for credits and staged awards, only a few submissions made reference to the meaning and significance of completion rates in a mass system. Here, as elsewhere in the evidence, there was a sense that non-completion was a failure of the individual or the system, rather than something which might need to be understood as an expected or accepted feature of a future pattern of higher education.

References

National Committee of Inquiry into Higher Education (1997a) *Higher Education in the learning society. Main Report*, London, NCIHE

National Committee of Inquiry into Higher Education (1997b) *Higher Education in the learning society. Report 1: Report on National Consultation*, London, NCIHE

What Dearing said to the academic community

David Watson

Introduction: From Robbins To Dearing

The exercise undertaken by the National Committee of Inquiry into Higher Education in the UK between June 1996 and July 1997 (the Dearing Report) represents the first overall, national investigation into higher education since the Robbins Report of 1963. However, there are some very significant differences between what Robbins was asked to do and did, and what we were asked to do and did.

First, Robbins was a genuinely blue-skies, blank-sheet-of-paper exercise. As a result he was able to present a simple, unambiguous vision about where to go, almost on a take-it-or-leave it basis. He was also free and able to open up tentative and suggestive possibilities such as that which led eventually to the formation of the polytechnics.

Secondly, people, including quite senior policy-makers, neither knew nor thought very much about higher education (in the UK or internationally) before Robbins. Hence he needed the large research operation headed by Claus Moser. Higher education was just there - part of the institutional furniture. To give just one example, in the last few years there have been releases of papers under the 30 year rule from the Wilson Cabinet showing how terrified they were of the UGC; today it would be the other way around.

Thirdly, Robbins' working pace now seems positively leisurely: 151 meetings over two and a half years; we had twenty meetings of the main Committee in a calendar year.

There are other contrasts with Dearing.

The NCIHE was conceived in the summer of last year in an atmosphere of crisis and as a positive, collusive political act briefly to defer that crisis (until after the 1997 election);

Finally, the Committee also had to make sense of a moving and intensively analysed target - not only did we have virtually every major stakeholder body saying exactly what should be done, but some main lines of direction were incontrovertibly set.

The Report

So how do you unpack the nearly 500 pages of the Main Report in a few minutes, especially for a professional interest group like UACE? My plan is to take four steps, of unequal length, as a basis for the discussions in our workshops.

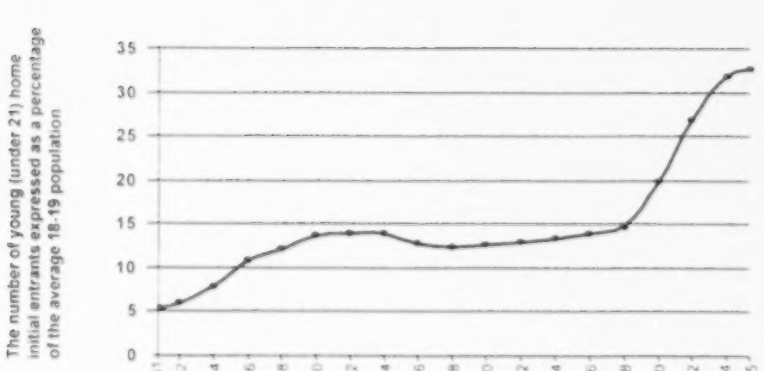
A. Why Dearing?

My first few illustrations provide a reminder of the context in which the Committee was operating. This included: dramatic and recent growth (figure 1); a serious decline in the rate of public funding (figure 2); and significant

diversification of the student body, especially in the post-1992 universities (figures 3 and 4). Such developments explain the breadth and comprehensiveness of the Committee's terms of reference (figure 5), as well as the additional constraints in which we were to operate (the most important of which was "affordability").

Figure 1

Higher education Age Participation Index (API) - GB institutions



Notes: Initial entrants are those entering a course of full-time higher education for the first time. 1961 figure estimated using Robbins Report App 2A Table 3 (percentage of the population of each age receiving higher education GB Oct 1961)
Due to minor change in definition, the years 1961 to 1970 inclusive are not strictly comparable with later years
Due to minor change in definition, years from 1980 onwards are not strictly comparable with earlier years

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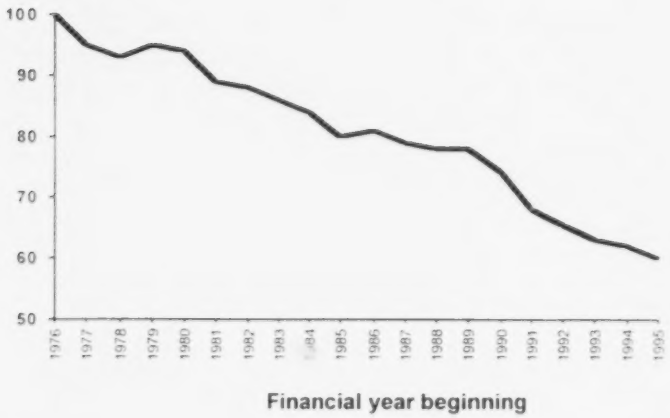
Figure 2

Index of public funding per student for higher education 1976-7 to 1995-6



Source: DfEE

Figure 3

Widening participation in higher education changes in the last decade (full-time, first degree)

	1986 %	1995 %
Women	42	52
Age 21+	15	29
Socio-economic group IIIm-V	23	28
A Level	86	74
Ethnic minorities*	11	13

Source: Report 6, Widening Participation in Higher Education for Students from Lower Socio-Economic Groups and Students with Disabilities

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Figure 4

Widening participation in higher education different types of university

	Pre-1992 Universities % (1993)	1992 Universities % (1993)
Women	49.6	49.0
Age 21+	17.0	34.2
Social class IIIm-V	22.3	32.4
A Level entrants	83.9	58.5
Ethnic minorities	8.5	14.4

Source: Report 5

Figure 5

Terms of reference

To make recommendations on how the purposes, shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the United Kingdom over the next 20 years, recognising that higher education embraces teaching, learning, scholarship and research

B. The Vision

Dearing was consciously seeking first to up-date Robbins' vision for HE (as represented in his famous four "purposes" ("instruction in skills for employment," "promoting the general powers of the mind," "advancing learning," and "transmitting a common culture and common standards of citizenship"). Secondly, there was a distinct effort to get the right balance between continuity and change. Figure 6 summarises the purposes with which we emerged - I leave it to you as to whether or not they have the poetic ring or are likely to have the staying power of Robbins.

Figure 6

The purposes of higher education

- inspiring and enabling individuals to develop their capabilities to the highest levels
- increasing knowledge and understanding
- serving the needs of the economy
- shaping a democratic and civilised society

C. Four Big Ideas

In support of this vision and purposes there are almost as many ways of sorting the operational implications as the 93 recommendations themselves. Personally, however, I think that there are four "big" or "organising" ideas, as follows.

1. The contribution of higher education to lifelong learning

This can be found in particular in the ideas about -

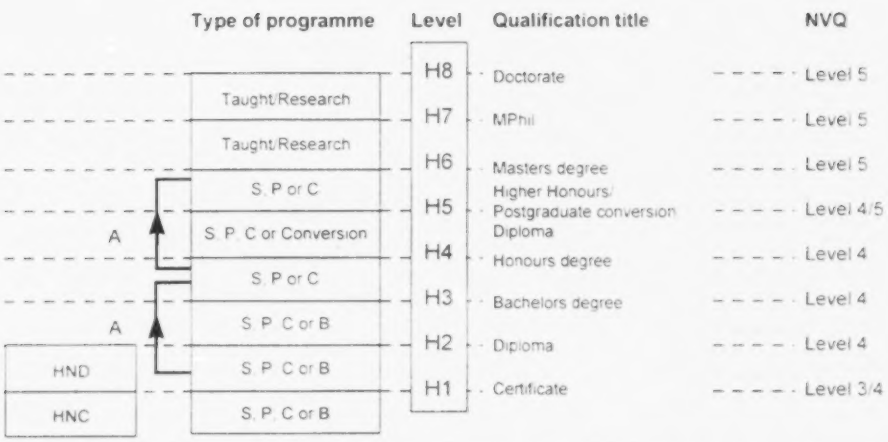
(a) the qualifications framework and credit (figure 7);

(b) articulation and collaboration between institutions and sectors; and

(c) fairer and more effective support for all types of post-compulsory learners, especially in options for future student contributions and support (figure 8).

Figure 7

Qualifications framework



Type of programme
A = Accelerated route if correct number of specialist credit points acquired

S = Single subject
C = Combined subjects
B = Broad range of subjects

P = Subject leading to professional status
Conversion = postgraduate conversion course

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Figure 8

Graduate contribution options

	Living costs support	Tuition contribution
Existing system	50% means tested grant 50% loan	None
Option A Maintenance contribution	100% income contingent loan	None
Option B Tuition contribution	50% means tested grant 50% income contingent loan	25% contribution with income contingent loan
Option C Means tested tuition contribution	100% income contingent loan	25% means tested contribution with no loan
Option D Tuition contribution with restoration of maintenance grants	100% means tested grant	25% contribution with income contingent loan

2. A vision for learning in the twenty-first century

- the qualifications framework and credit again, as well as the proposals for "programme specifications";

- assurance of standards as well as quality (including an expanded role for Quality Assurance Agency);

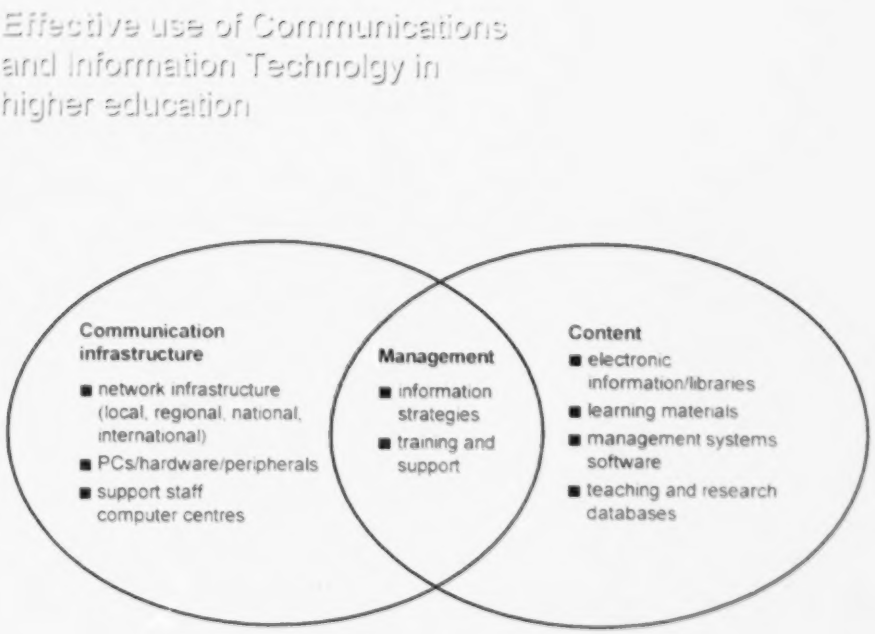
- teacher professionalism and the Institute for Learning and Teaching;

- Communications and Information Technology, especially its management (figure 9);

- the core skills of communication, numeracy, use of information technology, and "learning how to learn"; and

- work experience.

Figure 9



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3. Funding research according to its intended outcomes

This involves:

- improving the quantum of funding available to support the science base in particular, and

- identifying up to five separate streams of funding - full funding of projects and programmes supported by the Research Councils; support for institutional plans and priorities (earned through the quality ratings achieved in the Funding Councils' Research Assessment Exercise); scholarship in support of teaching; regional and local economic development funds (including a new Industrial Partnership Fund); and matching or loan support for infrastructural development.

4. A new compact between the state, the institutions and their students

At the heart of Dearing is the notion of a "new deal" (interestingly, the phrase also used by Secretary of State, David Blunkett in the House of Commons when he welcomed the Report on 23 July, 1997) whereby institutions retain their independence and gain increased security in return for clearer accountability (especially on standards) and greater responsiveness to a wide range of legitimate stakeholders.

D. Other Issues

I am aware that in this rapid survey there are several features that I have not touched upon explicitly including: institutional status and diversity; governance; demand for HE; regionalism; the funding framework in each of the territories of the UK; other specific issues that have to do with Scotland, Wales and Northern Ireland; personal and social rates of return; international competitiveness; staff development other than teacher accreditation; staff pay; capital investment; etc.

To summarise, figure 10 sets out some of the main messages from the Report.

Figure 10

Key messages in the report

- higher education expanded by 50% - mainly at sub-degree level
- tough measures to safeguard standards
- enhanced professionalism in teaching
- new funding for research
- greater use of communications and information technology
- warning against cutting short-term funding
- graduates to contribute approx. £1,000 per annum on an income contingent basis
- stronger regional and community role for higher education
- a review of pay and working practices

Figure 11 identifies the chief medium-term funding obligations.

Figure 11

Summary of additional annual funding requirements in 20 years time compared to current expenditure

	£million (recurrent) (2015-2016)
Increased numbers	2,100
Potential offsetting savings	(1,300)
Equity for part-time undergraduate students	50
Refurbishing the estate and replacing and improving equipment (including C&IT equipment)	250
Research: ■ Project overheads ■ Industrial partnership ■ Arts and Humanities Research Council	 110 50 25
Improved student support	40
Real growth in salaries	600
Total	**1,925**

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The UACE agenda for the post-Dearing world

Richard Taylor

The workshops identified key areas for UACE to address. In the final plenary session those were summarised as an agenda for action:

- securing a proper and equitable funding system for mature students, both full-time and more especially part-time, within Higher Education.

- making the credit framework happen, regionally and nationally, and including development of FE/HE partnerships.

- supporting the development of 'teacher professionalism' in HE and ensuring that the CE dimension is included in this context.

- developing frameworks of co-operation and partnership at regional level in post-compulsory education and training, including FE, HE Local Authorities and employers.

- helping to develop in co-operation with other bodies strategies for implementing widened participation and access.

All the issues would be addressed by UACE during 1997-98 and a review of progress would be undertaken towards the end of the session.